

THE *Journal* AER OF THE *Association*

IN THIS ISSUE:

October, 1952

Volume XII, Number 1

HOW SHALL WE USE TELEVISION?

by Paul A. Walker 2

TELEVISION IN THE CLEVELAND SCHOOLS

by William B. Levenson 3

TV EQUIPMENT ARRANGEMENTS AND INSTALLATIONS

by Philip Lewis 5

SCHOOL TIME BEGINS 32nd SEMESTER

by Josephine Wetzler 6

OTHER FEATURES: THE PRESIDENT'S PAGE, inside front cover. EDITORIAL, page 1. EVENTS OF SIGNIFICANCE, page 7. NOTE-WORTHY APPOINTMENTS, page 9. AER-T MINUTES, page 10. OUTSTANDING PROGRAMS, page 10. BRIEF RESEARCH FINDINGS, page 12.

THE ASSOCIATION FOR EDUCATION BY RADIO

The President's Page

THIS COULD BE the last issue of the AER Journal. Unless some way is found immediately to finance future issues, this *will* be the last. The Treasurer's report for the first six months of 1952 shows a balance on hand of \$420.90. Our costs of publication are about \$400.00 per issue. We can expect no appreciable income from renewal of memberships until after January, 1953.

These are the facts. The condition that has brought about such a deplorable situation is a simple one. It stems from the human frailty of talking big and doing little. There have been many who have been free with advice as to ways to check the slide toward insolvency that we now face. Much of it has been good advice. But there have been few who have been willing to get out and dig for AER. There have been many Monday morning quarterbacks who have developed a myriad of reasons as to why we find ourselves in this position, but few who are willing to spend a few hours to try to save the ship. *There has been a powerful lot of talk and precious little action.*

One of the most frequently recurring criticisms is that AER has no clear cut objectives, that its services to the membership are too insignificant. When it became apparent some time ago that it was going to be necessary to concentrate on the business affairs of the Association, an attempt was made to discover what single service was considered most important by the greatest number of people. Continued publication of the *Journal* was indicated as the most significant thing we could do. Now it would seem that even this is not possible since there are too few who will give it active support. As for other activities, there are many indirect and direct ones that have been reported regularly in the *Journal*. To add new ones at a time when our basic activity is in jeopardy would be foolhardy.

We are really not concerned now with the many factors that have brought

us into the present situation. The problem is, What do we do next? First, we quit talking about what has happened and what we should do about it. In-



stead, we all take a large chunk of our valuable personal time. Go out and turn in an honest day's work on behalf of AER. Sign up as many members as possible within the next thirty days and maybe there will be another *Journal*. This is a job for every member of the Association. If you want your *Journal*, you'll have to work for it.

Your president has often seriously considered resigning because he felt he did not have the genuine support of the membership. Each time that things have been the blackest, he has reconsidered when he has realized the potential of AER and the need for an Association to serve the interests of the individual who is in contact with educational broadcasting in some way, either direct or indirect. He had hoped that the potential of AER could have been more fully developed, but was forced to concentrate on business problems to the exclusion of all else. He found it necessary to assume duties that he was not

equipped to handle and members of his family spent many hours unsnarling the tangles they found themselves in. He would resign tomorrow if he felt that doing so would assure the complete recovery of AER. Instead, he'll continue to give many hours that he can ill afford to take away from his own work to assist those few who are still dedicated to the cause of the Association in fighting through whatever is necessary to assure that it will once again be a healthy AER. All our work is for naught unless each member is willing to work as hard. —JOHN C. CRABBE.

And remember, if you want your Journal you'll have to work for it.

Today is not too soon to get a new member for AER. Who will be the first to send in his check?

NATIONAL OFFICERS

JOHN C. CRABBE, *President*; director of radio, College of the Pacific, Stockton, California.
ELIZABETH E. MARSHALL, *First Vice-President*; Chicago Radio Council, 228 N. LaSalle St., Chicago 1.
GEORGE JENNINGS, *Second Vice-President*; director, Chicago Radio Council, 228 N. LaSalle St., Chicago 1.
BETTY ROSS, *Secretary*; NBC, Merchandise Mart, Chicago 54.
JOSEPHINE HEUER, *Treasurer*; St. Louis Public Schools, St. Louis, Missouri.

DIRECTORS AT LARGE

WILLIAM D. BOUTWELL, *Scholastic Teacher*, New York, New York.
KATHLEEN N. LARDIE, *director*, Station WDTR, Detroit Public Schools, Detroit 6.
WILLIAM B. LEVENSON, *assitant superintendent of schools*, Cleveland, Ohio.
WILLIAM SENER, *University of Southern California*, Los Angeles, California.

REGIONAL DIRECTORS

LEON C. HOOD, *Northeastern*, East Orange, New Jersey.
ELMER G. SULZER, *Southeastern*, Indiana University, Bloomington.
JOSEPHINE WETZLER, *Great Lakes*, Station WLS, Chicago.
A. HELEN ANDERSON, *West Central*, Denver, Colorado.
A. L. CHAPMAN, *Southwestern*, University of Texas, Austin.
PATRICIA L. GREEN, *Pacific Northwest*, Portland, Oregon.
HELEN RACHFORD, *Pacific Southwest*, Los Angeles.

AER JOURNAL STAFF

TRACY F. TYLER, *Editor*; 301 Johnston Hall, University of Minnesota, Minneapolis 14.
GEORGE JENNINGS, *Business Manager*; director, Chicago Radio Council.
OLIVE McHUGH, *"How To Do It"* Editor; Radio Division, United Nations, Lake Success, New York.
PHILIP LEWIS, *Television Editor*; Chicago Teachers College.



The Journal of the AER, published monthly except June, July and August by the Association for Education by Radio, Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent: 301 Johnston Hall, University of Minnesota, Minneapolis 14, Minnesota. The Journal of the AER goes to all members of the Association. Annual dues \$5, of which \$3 covers a year's subscription to The Journal of the AER. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to Josephine Heuer, treasurer, St. Louis Public Schools. Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.



Teachers Must Meet Added Responsibilities

THE NEW SCHOOL YEAR is now well under way. Teachers who are alert to the needs of their pupils should be quick to recognize that television today challenges them even more than does radio.

What percentage of today's teachers in the United States is meeting the responsibility which radio offers? An article elsewhere in this issue indicates that 22,000 British schools [54 per cent] are using the school broadcasts provided throughout England by the British Broadcasting Corporation. Unfortunately, though our neighbor to the North provides a complete national service, supplemented by similar programs originating with each Province, no similar national or regional series is available in the United States.

Broadcasts for schools in the United States are found, however, in many parts of the nation. Wisconsin, with its chain of eight FM stations, supplementing the two state-owned AM stations, provides ten program series each week which are available to every Wisconsin teacher. In many other states, educational institutions, such as Ohio State, Kentucky, Indiana, Minnesota, Iowa, and Oregon, to mention only a few, provide similar programs to schools in the service areas of their stations. Also many cities, such as Cleveland, Atlanta, New York, Toledo, and Newark, broadcast programs designed to meet the needs of their own schools and others within the listening area.

Some commercial stations, WLS, Chicago, for example, provide worthwhile series for in-school listening. There are also many programs, network and otherwise, which resourceful teachers can utilize for in-school and out-of-school listening.

The real issue, as far as radio is concerned, is not primarily to increase the number and coverage of educational broadcasts, important as that is. Rather, as from the very beginning, it is to get every teacher to make maximum use of existing programs.

If school use of radio is unsatisfactorily low, its use of TV is even less widespread. Yet a large majority of educators see in television an almost perfect teaching medium. This situation must be quickly changed.

The Federal Communications Commission agrees with educational leaders that education will not receive adequate consideration if all TV facilities are operated by commercial interests. As a result, 242 TV channels have been earmarked for non-profit educational use for a period of one year, or until June 2, 1953. Already steps are being taken in many parts of the nation to prepare for the use of the various TV channels set aside for educational use.

Elsewhere in this issue appears the address made by FCC Chairman Paul Walker at one of these preliminary conferences held at Chapel Hill, North Carolina, June 3-4. His

remarks merit careful reading by teachers, educational administrators, and cultural leaders throughout the entire country.

If these 242 TV channels are to be utilized for the benefit of the entire population, there must be widespread public support. Not only must the importance of this educational reservation be publicized, but everyone concerned with educational and cultural progress must assume a personal responsibility for convincing members of legislative bodies, boards of education, trustees of educational institutions, and the individual members of the governing bodies of educational and cultural organizations of the potentialities of TV as an educational medium and its relative economy in terms of the service it can render.

A second responsibility of educators is to gain immediate experience in television production, anticipating the time when their own institutions may have the responsibility for programming educational TV stations. Elsewhere in this issue Dr. William B. Levensop, assistant superintendent of schools, Cleveland, provides an outline of what the schools in Cleveland are doing.

Higher educational institutions in many parts of the nation have begun or soon will begin first steps in TV production. Iowa State College has been telecasting for several years. Wisconsin, we learn in another part of this issue, has purchased equipment to operate a closed-circuit TV laboratory. Minnesota and other institutions are in various stages of planning for similar set-ups.

Another responsibility of educators is to provide for early classroom use of such existing TV programs as will assist in meeting curricular objectives. An article in this issue by Philip Lewis, Department of Education, Chicago Teachers College, provides helpful suggestions concerning the acquisition and installation of television equipment in classrooms. Many schools have already installed one or more TV sets. Others will be wise to begin planning now.

Finally, as in radio, there is the problem of guiding youngsters in their selection of programs for leisure-time use. Can any teacher evade her responsibility in this area? Can she afford to be unfamiliar with the programs which her students select? Does she realize that an important key to improved programs lies in the development in the members of the next generation [the pupils in today's schools] of better taste and the ability, through guided experience, to recognize the cheap and tawdry and to demand and select those programs which offer more permanent worth?

Have you read "The President's Page" this month? Mr. Crabbe fears of the future of this publication. Do you wish it to continue? Enroll a new member and mail him your check today!—TRACY F. TYLER, Editor.

How Shall We Use Television?*

Paul A. Walker

Chairman, Federal Communications Commission

IT IS SINGULARLY APPROPRIATE that a meeting of this kind should be sponsored by an institution with the progressive tradition of the University of North Carolina.

Through the years Chapel Hill has become famous in American education as a source of leadership and inspiration.

People far beyond the borders of your state appreciate the influence that has flowed from the character and the works of those who have built up this great university.

North Carolinians themselves have been proud to proclaim the institution as "the center for an aristocracy of intelligence that has in half a century transformed the state."

Today we are approaching a new turning point in American education. Technology has once more come to our aid.

In a far-off time, the invention of printing revolutionized educational methods.

Not so long ago, transportation gave us another tremendous impetus in expanding educational opportunities.

Radio came along to provide further opportunities for education in the classroom and in the home.

And now today we are offered another electronic marvel—the most effective teaching tool ever invented—television.

I have spoken of turning points in the history of education.

One of the most significant turning points in the history of education in the Old North State was reached a half century ago when Charles B. Aycock became Governor and inaugurated a new era of progress. He labored so enthusiastically that he went down in the history of this state as "The Educational Governor."

He and his associates toured the state and aroused the people to the needs of the new day so effectively that they voted the necessary funds. As a result of his crusade, public school expendi-

tures and property values in a decade increased threefold, 3,500 more teachers were employed, 3,000 new schools were built, and the average teacher's salary increased 50 per cent.

Today, North Carolina, with 5,500 school buses in operation, transports a greater percentage of pupils than any other state.

So, while we in this year of 1952 are pondering the possibilities of a visual electronic medium that the North Carolinians of earlier days did not dream of, the basic challenge remains the same.

It is this: Will we readjust our thinking, will we move with the times, will we employ the newest available tools to promote the fullest possible educational opportunities for our people?

The citizens of the Old North State met that challenge at the turn of the century.

And now, a half century later, we have this meeting here as eloquent testimony that North Carolinians are as alert as their forbears to the necessity of meeting the conditions of a new day with the new tools of that day.

The educational tool we are considering here today is television.

The red-letter day that brought about education's golden opportunity in television came on April 14, 1952. On that day, the Federal Communications Commission issued its report lifting the freeze on the construction of new television stations and setting up a table of channel assignments.

Seventy Ultra High Frequency channels were added to the existing 12 Very High Frequency channels, making possible assignments for more than 2,000 stations over the nation.

Of these, the Commission reserved 12 per cent or 242 assignments for educational institutions.

It took this step after impressive, comprehensive testimony by America's educators marshalled by the Joint Committee on Educational Television.

I am satisfied in my own mind that in the years to come this action will stand out as one of the most important contributions ever made to the development of American education.

If anyone doubts the value of these television channel assignments, he need only observe the heated competition for the commercial assignments. In every large city we anticipate that the demand will exceed the supply. Applicants are ready, not only to construct and operate stations, but, in most large cities, to stand the heavy expense of the hearings which are necessary to choose the best qualified applicants.

By the first of July when the Commission starts processing applications, we expect to have 1,000 applications on hand.

This demand for assignments has, in fact, been so intense that the Commission deemed it proper to attach a most important limitation to its reservation of educational channels.

That limitation is that if the circumstances warrant it, the Commission may, at the end of one year or thereafter, change a non-commercial educational assignment to a commercial assignment.

You educators must understand that these precious television assignments cannot be reserved for you indefinitely. At the end of one year, the table of channel assignments, which includes the assignments for education, is subject to change.

The need for prompt action on your part is therefore obvious.

I am glad to be able to report to you today that educators and their communities all over the nation are giving most encouraging signs of their determination to hold the reservations that they fought so hard to win.

The Joint Committee on Educational Television reports that some 20 schools or groups of schools are already taking preliminary steps to make plans for the filing of applications.

These include Ohio State University, University of Illinois, University of Michigan, Michigan State College, University of Wisconsin, State University of Iowa, University of Kansas, Kansas State College, University of Connecticut with the Connecticut State Department of Education, Rutgers University

[please turn to page 3]

*An address delivered June 3, 1952, at the 2-day Educational Television Conference, University of North Carolina, Chapel Hill.

Television in the Cleveland Schools

William B. Levenson

Assistant Superintendent, Cleveland, Ohio

WHETHER OR NOT a school system plans to establish its own television station, now is the time to secure the TV "know how" that is so valuable for its personnel. Without this experience the schools' television endeavors will fail dismally whether they be presented over a local commercial station or eventually through the school television station. It is obvious that in some communities where there is no television station now in operation such preliminary experience is exceedingly difficult to secure. Even in some communities where there are stations, the limited vision of the station management may reduce the opportunities for such experience.

However, fortunately, in many areas there are alert station managers who, as in radio, will cooperate to the fullest with their local educational institutions. In Cleveland we are extremely fortunate that Station WEWS is led by an imaginative general manager, James C. Hanrahan. The relationship between the educational institutions and the Scripps-Howard station has been uniquely cordial. Western Reserve University's pioneering with its daily telecourses over WEWS has become nationally known. The public schools, too, have secured valuable experience by the fine cooperation of that station.

Last year the Cleveland schools presented each week at 7:45 p.m. a series entitled *Meet Your Schools* in which activities from the teaching of safety, the work of foundry classes, to the upholstery of furniture in our evening schools, was presented by television. Note that the time granted for this series was valuable class A time. But more than time was made available. Rehearsal facilities and station personnel were provided to render whatever assistance was needed.

The pay off was the fact this series had a Pulse rating ranging from eleven to thirteen, which exceeded the commercial programs on at the same time on other days of the week. This represents approximately 65,000 sets tuned in to the school program every Tuesday evening.

Encouraged by the success of this series we have made arrangements with WEWS to extend our television services so that this year there will be two series on each week again using class A time—7:15 p.m. The popular *Meet Your Schools* programs will be presented Tuesday evenings. The first four programs this fall will deal with the activities of the special schools—the blind, the deaf, the physically handicapped, etc. A new series that is being presented is entitled *It's Worth Knowing*. This will be an attempt to engage in direct teaching for adults at home. The emphasis will be built around personalities and not so much on gimmicks, as is too often the case. The following titles are planned for programs each running three or four weeks:

Art for Everybody
If Parents Were Graded
Your Auto—What Makes It Tick
Law for the Layman
House Planning
Common Sense in Investments
Citizenship Quiz

As a part of each program, printed reading lists and answers to viewers' questions will be furnished through the Division of Adult Education.

Another feature of the arrangement made with WEWS this year is the unique training experience that has been planned for four of our staff members to work each afternoon at WEWS. Through this experience it is hoped that we will develop a television unit of our own so that, if and when we establish our own station, we will have at least a corps of experienced personnel. The four assignments made to date will result in special training in direction, camera work, writing, and scenery and floor management. One man will specialize in each of these areas.

As pointed out earlier it would be a great mistake for school systems to wait to get into television. Now is the time! If the community is ever to support an educational television station, it will do so more effectively if, through programs it has seen, it secures some ideas of what a properly presented TV educational service can be.

The agreements made with WEWS

in Cleveland will extend for a two-year period. Perhaps the highest praise that can be given to its enlightened management is to take the liberty of quoting from a memorandum sent to its staff members:

The full resources of the Cleveland Board of Education will be put into the production of the programs referred to. We believe these programs are bright feathers in the cap of WEWS and they will be accorded the same consideration and careful treatment that we would accord to our most important advertiser.

[continued from page 2]

with the New Jersey State Department of Education, University of Houston with the Houston public schools, and groups in Los Angeles, Detroit, Milwaukee, San Francisco, Chicago, Pittsburgh, St. Louis, and Wichita.

According to the Committee, many other groups and schools will announce the completion of their plans very shortly.

New York State is planning a state-wide network. In Wisconsin, a committee has just been formed to promote the establishment of a state-wide network of stations similar to their state-wide FM network. Twenty-five organizations comprise the committee.

This is encouraging progress.

It proves that educational television is on the march.

To me, this is also an indication that the people generally are ready to support educational television.

Who has not traveled through the countryside and seen tall, expensive television aerials on ramshackle cabins or tar-paper shacks?

For these people, television is a boon, an unrivaled means of information and entertainment, a window on the world.

They know television's magic power.

The parents in television households know what a powerful attraction for good or evil television has for their children.

With only 108 stations in operation, the people have already purchased 17 million receiving sets.

In the words of a recent statement by the United States Senate Committee on Interstate and Foreign Commerce:

Television is certain to have a powerful cultural influence on the American people. Its impact on the social, cultural, political and economic structure of this country will be immense. Television is the finest medium of mass communications conceived by man . . . TV belongs to the people; to all of the people in all sections of the United States; in the rural areas as well as the cities; in the West as well as the East; in the South as well as the North.

The potentialities of television in the field of education have been widely recognized by the nation's press. I would like to quote from a few newspaper comments:

Such a golden opportunity for education to extend its horizons must receive the most earnest and sincere study; it must not be lost by default.—*New York Times*.

It is heartening that the commission has made channel assignments in 242 communities for non-commercial educational use.—*Washington Post*.

If the combined brains of these institutions can't get together and produce exciting, worthwhile TV, then there's little hope for the future of television as a constructive force in our civilization.—*Chicago News*.

The possibilities for educational TV . . . are enormous and breathtaking.—*Christian Science Monitor*.

The access TV has to both ear and eye reception makes it ideally qualified as a specialized instructor or as a general educator and purveyor of information.—*Kansas City Times*.

Thoughtful people will do what they can to encourage colleges and universities to apply for educational station allotments and to assist in any practical way to make the operation of such stations financially practicable.—*Joplin, Missouri, Globe*.

Here is an unprecedented chance for the world of education to make its influence felt to a degree scarcely before possible.—*Marquette, Michigan, Mining Journal*.

Surely this channel should not be allowed to go unactivated through indifference or defeatism.—*Denver Post*.

The opportunities are limitless.—*Holyoke, Massachusetts, Transcript-Telegram*.

And then there is this exciting development here at Chapel Hill today—this conference to explore the possibilities of educational television for North Carolina.

Of the 2,000-odd assignments for the entire nation, 51 are located in North Carolina.

Of these, 8 are reserved for education.

They are located in Asheville, Chapel Hill, Charlotte, Durham, Greensboro, Raleigh, Wilmington, and Winston-Salem.

Do you realize what this means? It means this:

If stations are built on all these assignments, practically the entire population of the state will be within the range of at least one educational television service.

The implications of this fire the imagination!

Every school—the poorest and the best—could be given the finest television educational service developed by this state and by other state- and special program production centers.

And when the pupils leave the school and return to their homes, the educational station could continue to serve them with constructive programs and wholesome entertainment.

I envision a state-wide network of your eight educational stations. This network could be linked to other state networks or regional networks.

Your plan would also include placing as many large-screen television receiving sets as required in every one of your 4,500 school buildings.

Into these schools—the one-room schoolhouses in rural areas or mountains as well as the elaborate city plants—you would pour a rich, diversified stream of the finest audio-visual educational service available in the world.

You would exchange kinescope recordings with other stations and receive films from educational production centers financed with the help of leading foundations.

Consider what a state-wide system would mean in the field of adult education. It could augment on an undreamed-of scale the fine work begun in this field in this state in 1919. And it would help realize the goals set by your State Education Commission which so aptly described adult education as "an essential ingredient of a democratic society."

Your Commission noted that life expectancy today is 20 years longer than it was in the days of our grandparents and 10 years longer than it was in the days of our parents. Adult education, it points out, can help people make better use of those added years. Further, the average work week in industry has been continually shrinking, with the result that there is more time and need for adult education.

Television can help North Carolinians continue their education all through life. It can help them improve old skills and develop new ones.

Moreover, television does not ask the adult to travel to a remote classroom at night after a hard day's work. Television will bring him his instruction right into the warmth and comfort of his livingroom.

In these days of rising costs in edu-

cation, television can come to your rescue as the most economical teaching tool ever devised.

No other device can carry such a volume of education and information to every corner of your state so efficiently and so cheaply.

Television could inaugurate an era of abundance in education in North Carolina.

Television could multiply a teacher's powers.

Television could make possible more education per teacher.

Why are advertisers pouring hundreds of millions of dollars into this medium? Certainly not for eleemosynary reasons. It is because no other medium can produce results so effectively.

Likewise, measuring your expenditures in terms of educational results, you cannot find a more economical investment than television.

I recognize as well as anyone the financial difficulties involved in launching the bold new program required here. But this state is now in the process of a vast educational improvement program characterized by boldness and vision.

Many citizens were startled when the State Education Commission recommended a building program calling for the expenditure of 150 million dollars in a decade. And yet, long strides have already been made toward this goal.

Modern classroom buildings, laboratories, libraries cost goodly sums these days. And so do football stadiums and athletic plants.

We must keep in mind the results achieved by our expenditures.

On that basis, educational television can make its case.

As a former schoolman and as a member of the federal agency charged with regulating and promoting the use of television, I see only one question confronting the nation's educators in their consideration of television.

The question is not "Shall we use television?" but rather, "How shall we use it?"

About two years ago, this state made an exhaustive survey of its educational resources and needs. The report issued by the State Education Commission is one of the most stimulating and far-sighted documents of its kind that I have ever seen. I would like to see every

[please turn to page 6]

TV Equipment Arrangements and Installations

Philip Lewis

Department of Education, Chicago Teachers College

THE NUMEROUS TELEVISION INNOVATIONS pioneered for industrial and commercial installations suggest similar or modified uses for schools and institutions. It is the purpose of this presentation to exploit some of the possibilities, and to suggest others that will assist education organizations to make effective use of video.

Starting With One Receiver—If the financial resources of a school are such that only a single receiver can be purchased, consideration should be given to obtaining the best product the budget will allow. The receiver should have the largest screen possible within the financial limitations. The video set selected should be fastened to a stand equipped with casters. The construction of the mount should be quite sturdy, and the casters five inches in diameter and rubber-tired, to help cushion the shocks and bumps encountered in transit.

A small, hinged cover, equipped with a locking device, will safeguard against the possibility of unauthorized changing of the control settings. This same precaution can well be taken for the back of the receiver, to prevent the linearity and other adjustments from being disturbed. It might be well to arrange for a sliding plywood panel to protect the viewing tube and safety-glass pane from damage when the set is not in use.

The height of the arrangement should be sufficient to place the center of the video screen at least four feet from the floor. In some instances additional height will be desirable. Since the majority of receivers are fitted with permanent magnet centering devices clamped to the neck of the kinescope, it may be necessary to apply collodion or other adhesive to secure this device so that it will not be dislocated due to vibration or bumps. With normal care, the receiver should give good service under these conditions. Of course, unnecessary movements and rough handling should be eliminated. It is wise to have one television set on each floor of a school to avoid transporting the equipment from floor to floor. If the school

has an elevator, this will not be necessary.

Antenna Provisions—Where the building is well located with respect to the television station, and where a strong signal is available, all that is needed is a portable dipole mounted on top of the receiver to give adequate images. Receivers with efficient built-in antennas may be satisfactory. Where the signal is not quite strong enough, the addition of a booster unit will suffice. In distant locations, or under adverse conditions of reception, it will be a must to use an outdoor antenna. The lead-in coaxial cable should be connected to the rooms and locations where the set is normally expected to operate. If it is intended to utilize only one receiver at a time on the antenna, the lead-in transmission line may be run to several locations without extra accessory parts. If this is not the case, and if a number of sets are to be operating simultaneously, certain electrical components [resistor networks] will have to be added as a matching circuit, at each outlet, to prevent interaction.

Additional Receivers—As additional television receivers are purchased, it may be well to concentrate on the same brand and model as the original set, if that proved satisfactory. This procedure will simplify repairs, permit interchangeability of parts, reduce inventory of replacement components, and permit the school operators to be more familiar with the manipulation of the particular equipment. There may be some instances where sets with relatively large screens are desirable. Several companies are now marketing projection-type receivers that will produce images of comparable size and brightness to those produced by 16mm. movie machines. These tele-projectors come either as complete, self-contained units on casters, or as separated components for permanent installation in auditoriums or large halls. At present, it seems advisable to invest in equipment that can be moved to various locations. This will allow for experimentation to determine where and how television can best be utilized in the schools.

In placing outlets for television receivers, it is best for viewers not to have to look toward window areas while watching the screen. Some means of controlling the illumination should be provided to give a reasonably good viewing situation, and the receiver should be situated favorably in relation to the chairs.

Receivers With Multiple Screens—In some installations it may be preferred to have several individual screens, rather than a single large one. Reasons for this type of set-up may include such determinants as the odd proportions of some rooms, or the fact that it may be more effective to have several small groups view certain programs at close-up range to follow science demonstrations or other similar programs.

With the rapidly declining prices of television receivers, and the increasing possibilities for salvaging old sets, multiple screen applications become more practical. One receiver is used in its entirety, and the antenna lead-in is connected to this set. The other receivers—their number is limited only by the need for additional screens—are stripped of their front ends. The tuners and many of the associated stages are removed or disconnected. With a few connecting wires, these sets become slaves or repeaters, of whatever appears on the originating receiver. The connecting cables carry low-voltage currents, and need no expensive conduits to satisfy the electrical codes.

Master Antenna Distribution Systems—Most new buildings, and many older ones, are making provision for the orderly installation of antenna dipoles and distribution systems. In New York, many complaints have been received from fire department units reporting that existing haphazard installations, with their attendant networks of guy wires and lead-ins, have often interfered with the efficient discharge of firemen's duties, and have even added peril to the job. In addition, individual antennas do not always guarantee adequate reception. There is electrical interaction between dipoles in close proximity.

[please turn to page 7]

School Time Begins 32nd Semester

Josephine Wetzler

Director of Education, Station WLS, Chicago

AT 1:15 P.M. CST, Sept. 29, radios clicked on in thousands of mid-western classrooms. In Studio A of *Prairie Farmer*-WLS an old brass bell, silent during the summer, clanged out a welcome to the 32nd semester of School Time.

In homes throughout the WLS listening area mothers returned to school as they shared this quarter hour with nearly a million boys and girls who listen regularly to School Time programs.

On the initial broadcast, Program Director Harold Safford and Josephine Wetzler, director of education, *Prairie Farmer*-WLS, presented a preview of the fall semester programs which will include news, juvenile fiction, music appreciation, a dramatic series built around social studies, and a program of general science.

With a presidential campaign underway and the election in November *We Look at the News*, presented each Monday by School Time News Editor John Baker, will have particular significance during the coming fall months. Out of the millions of words which will be written and spoken by candidates and their supporters, Baker will summarize the principal issues at stake and endeavor to present the election as a lesson in democracy at work.

And during each program map editors in the classroom will point out places, chalk editors at blackboards will copy down key words in the news—an easy way to increase the vocabulary and become oriented with places around the world.

Tuesday is story day and, with *The Magic Harp* which follows on Wednesday, the stories selected for *The Book Box* program have as their theme "The American Scene." They will make historical events come alive in such popular books as Marguerite Henry's "Justin Morgan Had a Horse," "Hoosier Boy," to be heard on Oct. 7—the anniversary of the birth of the Hoosier poet, James Whitcomb Riley; "Centerburg Tales," by that entertaining creator of Homer Price; "Ladycake Farm," by Mabel Leigh Hunt; and

"Bird Girl, Sacagawea," by Flora Warren Seymour, the story of the Indian girl who accompanied Lewis and Clark on their famous explorations of the Northwest.

Biographies of famous Americans will include Nathaniel Hawthorne, Harriet Beecher Stowe, Washington Irving, and Mark Twain.

The Magic Harp this semester may be shared by all grades, integrated with history, geography, social studies, art, and reading. In addition it will offer pupils an opportunity each week to earn a record album for their classrooms. Albums such as "Death Valley Suite" by Ferde Grofe, Cowboy Songs by Bob Atcher will be presented for classroom utilization work submitted to School Time.

This may include drawings, paintings, posters, cut-outs, models, or themes and entries will be judged on the basis of originality, imagination, and identification with the program for which they are submitted.

Starting on Oct. 1 with a musical journey of "America the Beautiful" which sweeps across country on the wings of MacDowell's "New England Idyls," "Beautiful Ohio," "Old Smokey," and "On the Trail" from Grofe's Grand Canyon Suite, *The Magic Harp* sings its way into the American Home, shivers at Halloween time to "The Legend of Sleepy Hollow," watches America at play at circus and carnival, football stadium, oldtime husking bees, and quilting parties.

Then, starting with Thanksgiving, it finds America at worship with hymns by the Robert Shaw choral group, Negro spirituals, camp meeting songs, and Christmas carols.

After the Christmas vacation, the music of *The Magic Harp* pictures America at work—on the farm, in the mines, on railroads and cattle ranges. What better way to learn about one's country, its history and geography, its people and the way they live, than to listen to its music? In addition to the WLS orchestra, under the direction of Herman Felber, special artists such as Pruth McFarlin, Bob Atcher, Captain

Stubby and the Buccaneers, as well as orchestral and vocal transcriptions will be included in this series of the "American Scene" in music.

Prairieville, the mythical midwest town that was founded in 1948 when School Time's *Adventures in Freedom* series went on the air, is still on the map during the fall semester. Once again, Rusty, his friend "Mousemeat," Kasia, the Polish refugee girl who lives with Rusty's parents, Pop Saunders, friend and confidant of Prairieville school children, and their teacher, Miss Smith, will return to the air in a series of original stories, enacted by professional actors.

No radio series beamed to today's classrooms would be complete without a program on science. Starting with the child's immediate surroundings—the ground on which he walks, tools he sees in use every day, the food he eats, weather, light, sound, etc., the Friday series, *This Wonderful World*, points up the significance of man's age-long attempt to master the forces of nature and adapt them to his use.

Program schedules, outlining daily programs and suggesting utilization activities, have been mailed to elementary schools in the WLS listening area. Additional copies may be had by writing to School Time, WLS, Chicago 7, Illinois.

[continued from page 4]

state share its inspiring message.

The report of the investigating Commission recalls the dream of your late great Governor Aycock:

The equal right of every child born on earth to have opportunity to burgeon out all there is within him.

Ladies and gentlemen, television can help achieve that ideal.

The report makes this moving declaration:

The safest, best, and perhaps only wise legacy we can leave our children is a good education.

Educational television stations will help you as nothing else can to bestow this legacy upon your children. Tele-

vision can serve with perfect equality the poorest and the richest school in the state.

The report of the Education Commission enumerates the rich natural resources of North Carolina—her land, minerals, water, plant and animal life.

Today, you can add to that list another rich natural resource—the television channels from the radio spectrum. With these channels, wealth will be created where there was no wealth before.

And with the channels reserved for you, education can be created where there was none before.

But only if these channels are utilized.

The eight educational channels reserved in North Carolina are a priceless patrimony. Not to employ them, not to secure them will be to lose them for the children and the adults of today and for the generations to follow.

To paraphrase one of the great utterances of the past, one could say:

This generation of educators has a rendezvous with destiny in the form of television.

Time is running out so rapidly.

Over and over again I would remind you:

He who will not when he may,
When he would he shall have nay.

But I anticipate no such grim eventuality.

From what I have heard here today, I am confident that North Carolina will act with her accustomed vision and vigor to save these educational television assignments for the benefit of all her people for all time to come.

In your efforts to establish this network of educational stations for the greater glory of North Carolina, I give you my pledge of full support and my wishes for all success.

[continued from page 5]

mity to each other. Elevator penthouses, and other sources of circuit-breakers, generators, and motors, cause pictures to have ghosts, to tear, and to show up with many other types of interference that ruin a potentially good image.

To date, the best answer to this problem is the master antenna system. Two distinct varieties have been evolved. The first consists of high-gain antennas stacked one on top of the other on a single antenna mast. The separate dipoles are all connected to the same lead-in wire. As each antenna

is added, increased signal strength results. A field strength meter reading will indicate how much pick-up the array has. On the basis of this figure, it is possible to determine how many outlets can be serviced. This is done in a manner similar to that used for the distribution of electricity in a building. In this instance, however, it is necessary to install matching networks at each outlet to prevent interaction between receivers. If a single array is not ample to supply the receivers in an entire building, additional arrays are installed. The advantage of this method is that no care other than that needed to maintain the original installation is necessary for trouble-free service.

Another master system consists of a single antenna on the roof oriented for maximum pick-up and ghost-free signals. The output of this antenna is fed directly into an electronic radio frequency amplifier. Employment of sufficient stages of amplification permits the signal strength to be built up to any desirable level. From this point, distribution is made to all the outlets. Here, too, resistance matching networks must be utilized. Except for the fact that an electrically powered amplifier must be operated continuously, this is a very satisfactory system.

Master Television Distribution System—This hook-up makes it possible for schools and institutions to get started in television with a relatively small investment. Extension of room coverage is made as more financial assistance becomes available. Two major manufacturers have pioneered this method of television for hotels and hospitals. The idea is similar to that expressed in the discussion of the mul-

ti-ple-screen receivers.

An antenna is installed in the best position on the roof, or other high point, and the lead-in is conducted to a room, centrally located in the building. In this same room, television tuners are arranged in a rack—one tuner for each station in the area, or fewer if desired. A monitor kinescope is located in the rack. This same picture tube can be switched to view, separately, the program coming in on any of the tuners, and also to help in adjusting the clarity and brightness to the desired degree.

A multiple-wire coaxial cable carries the received signals to the various rooms throughout the building in which the repeater screens are located. These repeaters contain only about 60 per cent of the parts usually included in a regular television receiver. By means of the local switches, any of the programs selected on the tuners can be made to appear on the screen. Thus, the cable installations can be added as the system grows. The repeater receivers are interchangeable, may be taken from room to room, and are simple to service. The actual tuning of the station is accomplished from the control room. Of course, local controls for turning the receiver on and off, to adjust picture brightness, and to vary the volume are provided.

All of the Suggestions Have Been Tested—Industry and some schools have already installed and put to the test all of the television arrangements reported. It is easy to appreciate the flexibility of video and to develop new combinations and applications to best suit a particular situation. What can you do in terms of your school, institution, or system?

Events of Significance

NAEB Meets in Minneapolis

Senator Hubert H. Humphrey and Paul A. Walker, Federal Communications Commission chairman, will headline the annual National Association of Educational Broadcasters Convention in Minneapolis November 6-8.

Senator Humphrey will address the opening session, a dinner meeting in the Radisson hotel, according to Burton Paulu, NAEB secretary and chairman of the convention committee. Dr. Paulu is manager of KUOM, University of Minnesota Radio Station. Chairman

Walker will be dinner speaker the following day, November 7.

NAEB members and others interested in educational broadcasting will attend sessions in the University's Center for Continuation Study on current steps taken by the nation's leading educational institutions in educational television station operation and basic problems of education in today's television-conscious world.

The effect of television on educational radio also will be scrutinized at the meeting.

\$145,000 Grant for Educational Television

The Fund for Adult Education, established by the Ford Foundation, granted in early summer \$145,000 for the Joint Committee on Educational Television, now in its second year of operation. The amount of the grant is somewhat larger than that of last year [\$90,000] in keeping with the expanded program planned by the JCET for 1952-53.

The Chairman of the Joint Committee on Education Television, Edgar Fuller, welcomed the new grant as an expression of confidence in the work of the Committee. He pointed out further that the major emphasis of the JCET during the past year has been to finalize the reserved television channels for educational use.

"On April 14, 1952," Mr. Fuller said, "the Committee publicly hailed the new television plan of the FCC, with 242 of the 2,053 channel assignments reserved for education, as a magnificent victory for education. Much of the credit for that victory goes to the 838 colleges, universities, public school systems, state departments of education, and public service agencies, which, with the assistance of the JCET, presented written evidence supporting the reservation principle. These university and school administrators must now make specific plans to use their reserved channels, and they look to the JCET to provide them with information and assistance."

To meet this urgent need for help, the Joint Committee on Educational Television now provides a field consultation service to educators. Consultants with experience and know-how in the legal, engineering, and programming areas of broadcasting are available.

Fuller cited four points of emphasis in the new program:

[1] Establishment of organizational patterns appropriate for varied educational interests planning to participate in the use of a television channel;

[2] Explanation of legal procedures required by the FCC for the application of a construction permit;

[3] Discussion of technical facilities needed; and

[4] Encouragement of program exchange on a regional and national basis.

Wisconsin Takes First TV Steps

University of Wisconsin regents, on August 9, authorized a "closed circuit" television laboratory for teaching and research in the new medium.

They appropriated \$105,750 for equipment and for remodeling space in the Old Chemical Engineering Building which they assigned for the project.

Last May the regents indicated their approval of this project and at the same time authorized the University Radio Committee to work with the State Radio Council on a legislative request for funds to construct "a TV station or stations."

The latest regent action provides practically all equipment necessary for telecasting except a transmitter. Experimental productions in the "closed circuit" laboratory will be seen only in University viewing rooms and will not go over the air.

In June, regents approved an operating budget of \$22,820 for the "closed circuit" laboratory during the 1952-53 year.

Professor H. L. Ewbank, chairman, University Radio Committee, explained that the laboratory would provide the training necessary to prepare a staff for ultimate operation of a state TV station or network, if such plans receive legislative approval.

Professor Robert Pooley, who headed a special subcommittee which drew up the "closed circuit" proposal, predicted that "television may well prove to be our most economical form of education."

He indicated that the research expected to be carried on in the laboratory may well prove to be its most important function.

"There is much that is unknown about this medium that only scientific investigation can determine," he said.

The regent action provided funds for three complete camera "chains," cable to link studio and viewing rooms, lighting and scenery, monitor receivers, a mobile unit, photographic equipment, and a kinescope recorder and processor. A \$6,000 item is included for remodeling the north half of the basement and first floor of Old Chemical Engineering Building for studios.

North Carolina Holds TV Conference

The two-day Educational Television Conference held June 3-4 at the Consolidated University of North Carolina, Chapel Hill, has been described as a goal toward which other educational institutions should strive. Of particularly significance was the spirit of educa-

tional inquiry which prevailed.

One hundred thirty-two educators, called together by President Gordon Gray, tackled the problem of what educational institutions in North Carolina should do about television.

FCC Chairman Walker presented a challenge to the educators and pledged his full support to their efforts.

After two days of discussions and demonstrations, the group reached these conclusions:

Educational television has tremendous potentialities.

The three institutions which form the Consolidated University of North Carolina should own and operate television stations.

A television program undertaken by the Consolidated University must be made available to all the people of the state.

Courses offered on a University station should make a real University-level contribution and stimulate the audience to further education.

Television can help to bridge the gap between the University and the public as well as between college students and their parents.

Television can help to break down barriers between urban and rural areas.

Facing up to the difficulties involved in educational television, the group discussed budget problems, fair division of time between television activities and other instructional duties, the effects of eliminating personal contact between the professor and student, and the necessity to guard against superficial programs.

At the end of the two-day conference President Gray declared that the University must take an intelligent look at educational television and get started at once. He suggested an All-University Advisory Council on Television, with members from each of the three institutions nominated by the Chancellors, and appointed by the President.

Canada Offers Unique Service

"Open House" is being held at the World's Biggest Classroom throughout October. During the entire month parents and friends of Canadian pupils have been invited to attend the school each Tuesday evening and to do this they have to go no further than to the dial of their own radios.

The "World's Biggest Classroom" includes on its roll students in Aklavik, Prince Rupert, Flin Flon, Charlottetown, Corner Brook, and all points between. During the school term the class assembles each Friday through the magic of radio. Students in all parts of Canada, sitting at their own desks in their own schools, are linked together

by radio to form one gigantic classroom in which all participate together in the lesson of the day, which originates in the Toronto studios of the CBC under the program title, *The National School Broadcast*.

Taking their cue from the "Open House Nights" which have become an annual feature of Canadian schools, and to mark the 10th anniversary of the national school broadcasts this year, the staff of the CBC School Broadcasts has arranged an opportunity for parents and friends to visit this unique class-

room. Commencing Tuesday, October 7, the CBC Trans-Canada network will present a series of five feature programs written by Len Peterson and built around the programs presented to schools in the National School Broadcasts and in their companion programs, the Provincial School Broadcasts. With Lucio Agostini's music setting the scene, parents will be able to look in upon the students as they take part in a wide variety of these radio lessons which play such an important part in their day-to-day school life.

Indiana. He also manages the University's FM Station, WFIU, a laboratory student training center.

Nationally known for his radio achievements during the past 23 years at the University of Kentucky, Sulzer in 1942 received the Peabody Award for outstanding public service by presenting a radio series that helped to break down radio prejudice against venereal disease information. He also established the first national radio network "school of the air" from a state university, founded and operated for 13 years the University of Kentucky system of mountain radio listening centers, built the first university FM station in the United States, established a format for university cooperation with industry and communities in radio programs, and has directed for 23 years a University of Kentucky program on Station WHAS, Louisville.

The new Indiana University radio-TV director is regional director of the Association for Education by Radio, legislative chairman of the Kentucky Broadcasters Association, and a member of the National Association of Educational Broadcasters and the University Association for Professional Radio Education.

Harwood Heads Alabama Radio Department

Dr. Kenneth Harwood has been named head of the University of Alabama Department of Radio. He has also been promoted to the rank of full professor. At the age of 28, Professor Harwood is the youngest department head in the university.

Dr. Harwood joined the University of Alabama faculty in 1950 as director of radio and television research, with rank as assistant professor. In 1951-52 he was acting head of the department and associate professor of radio.

A native of Chicago, the new radio department head attended the University of Missouri before he took his A.B., A.M., and Ph.D. degrees at the University of Southern California. From 1943 to 1945 he served in the Army of the United States. He is a member of the Association for Education by Radio-Television.

AER Member Heads Education at KEX

Evelyn Sibley Lampman, prominent Portland writer of children's literature,

Noteworthy Appointments

Emery Joins JCET

Walter B. Emery resigned from the Federal Communications Commission July 15 to accept a position as special consultant for the Joint Committee on Educational Television.

Emery's acceptance of the JCET appointment concludes nine years of service with the FCC as attorney, examiner, chief, Renewals and Revocations Branch in the Law Department, and more recently legal assistant to Chairman Paul A. Walker.

Emery's experience is being utilized to strengthen the JCET Field Service Program. His services are being made available at regional and state-wide educational meetings, providing general assistance to educational groups interested in filing applications for non-commercial educational stations.

"Perhaps no one in the entire country can make a more valuable contribution to educational television than can Walter Emery," said JCET Chairman Edgar Fuller, in announcing the appointment.

"He is an educator, with thirteen years of university teaching experience. He is an attorney, licensed to practice before the District of Columbia Courts and the United States Supreme Court. During the past nine years, he has had an opportunity to observe at close range the rapid development of television in this country."

Born and educated in Oklahoma, Walter Emery received his law degree from the University of Oklahoma in 1934. He began graduate work under a scholarship from Northwestern University, and received his Ph.D. at the University of Wisconsin in 1939. He has been instructor in speech and radio

at the University of Oklahoma, the University of Wisconsin, and the Ohio State University.

In educational conferences throughout his professional career, Dr. Emery has emphasized the contribution which radio and television can make to American education. He was director of the University of Oklahoma radio station from 1932 to 1935, and in 1946 the University presented him with the Distinguished Service Award in Radio.

During the summers of 1935 and 1936, he served as attorney in a special telephone investigation for the FCC. He has been a member of the Oklahoma Bar Association since 1933 and was recently admitted to membership in the District of Columbia Bar.

His association with the FCC served to strengthen his fundamental belief in educational broadcasting, and he accepted his new appointment with great enthusiasm.

"I feel that I shall have a most challenging opportunity in my work with the Joint Committee on Educational Television," he said.

"I have complete confidence in the leadership of the Committee and am in full agreement with its objectives."

Sulzer to Indiana

Elmer G. Sulzer, former University of Kentucky radio head, became director of radio and television broadcasting at Indiana University, September 1.

Sulzer, a widely known leader in educational radio, has charge of all radio and television programs originating from the Indiana University campuses at Bloomington and at Indianapolis, and from the nine adult education centers throughout the state of

joined the staff of Westinghouse Radio Station KEX, Portland, Oregon, as an advisor-consultant for KEX educational activities on July 1.

Mrs. Lampman has been active in Portland radio for many years in connection with educational and school programs. She has won the "Dr. Christian" Award for radio network script writing three times.

She is the author of many children's books published by Doubleday & Company. Mrs. Lampman is a graduate of Oregon State College. She is a member of the Association for Education by

Radio; Delta Delta Delta; the Free Lance Writers of Oregon; and the Governor's Committee on Children and Youth.

"KEX has recognized the responsibility of radio to the youth of our area and has fulfilled the obligation by programming wholesome children's programs," KEX Manager J. B. Conley said. "Mrs. Lampman will assist us in the further development of good programs for youth."

KEX recently received a citation of merit for broadcasting outstanding programs for children.

studios and equipment. Mrs. Gertrude G. Broderick proposed that AER-T might undertake some type of study for JCET. She felt that JCET needed information which AER-T could well gather. She was advised by Dr. Dunham that JCET had not as yet formulated any such plans.

College Script Contest—Hale Arness, the newly appointed College Script Contest Chairman, requested information concerning the continuation of the contests. No scripts were submitted this year because of the impossibility of starting the contest early enough. Last year there were some 500 entries. It was decided to continue the contest because of its value in motivating both the classroom teacher and the student. It was further proposed that the winning scripts of the past two years be broadcast, with special attention being given to possible use by the NAEF Tape Network.

AER Journal—The President reported present *Journal* paid circulation as approximately 600. Available funds are not sufficient to support it for the year 1952-53. It was felt that its purpose should be re-evaluated, since there was some feeling that it had gone rather far afield from its original purpose of stressing classroom utilization of radio. It was pointed out, however, that any neglect of this aspect was due to the fact that few contributions to this area had been received.

Affiliation With Other Radio-TV Organizations—Time did not permit much discussion of this topic. The President felt that all members should give serious consideration to such affiliation. And he envisioned a strong national radio-television educational organization within a few years' time. All agreed on the need for such an organization.

—BETTY ROSS, *National Secretary*

AER-T Minutes

The annual meeting of the Association for Education by Radio-Television was held April 17, 1952 at 2:15 p.m. in the Deshler-Wallick Hotel, Columbus, Ohio. Presided over by President John C. Crabbe, the meeting was a good one, well attended, and was characterized by much discussion and questions from the floor.

Financial Status—President Crabbe reported approximately \$1,000 in the treasury, mostly from 1952-53 dues, and not a sufficient amount to carry on the various AER-T projects, including publication of the *Journal*.

Because of the need to improve the financial status, it was pointed out that the Membership Committee should continue its drive. Serious consideration should be given also to a new proposed membership classification, as follows:

[1] National organizations—\$50, with voting privilege.

[2] Regional and local organizations—\$15, with voting privilege.

[3] Individual professional—\$5, with voting privilege.

[4] Subscription—\$3, *Journal* only, without voting privilege.

A significant proposal was that a teacher, rather than enrolling for the \$5 membership, get her school to secure a \$15 membership and have the *Journal* sent in the teacher's name.

Local Chapter Clarification—An Indianapolis teacher was anxious to determine just what constituted a local chapter. The President informed her that a local chapter must have 12 members, must hold at least 3 meetings a year, and must file a copy of its Constitution and a list of its officers with the national organization. It is permitted

to fix its own dues, but under no circumstances are national dues, or any portion thereof, refunded to local chapters.

Report on JCET Activities—Dr. Franklin Dunham reported on the activities of the Joint Committee on Educational Television, with special emphasis on the newly released TV educational channels by the FCC. Few educational or public service institutions, he reported, were ready to use these 242 available channels. Among the groups ready to start, he stated, were Miami Vocational School, University of Houston, University of Southern California, and Milwaukee Vocational School. Other groups expect to get started within a year. He predicted that the FCC probably would start actual assignments of the channels in the New England region about July 1, 1952. Consideration has been given to the formation of a national television educational network. Certainly, he felt, any educational group using one of these channels will meet the challenge of financing, programming, staffing, and providing

Outstanding Programs

N. J. Science Teachers Make TV Awards

For the second consecutive year, the New Jersey Science Teachers Association made awards to those television programs that have aided in the understanding of science concepts at the various levels of instruction for students and adults of New Jersey. The association represents teachers and science administrators at all levels of instruction.

The awards were announced at the annual dinner meeting of the association by Mary V. Lutz, president, on October 2. Miss Lutz teaches science at the New Brunswick high school.

The executive committee felt that television could do much to aid education and those commercial stations that are encouraging these types of programs should again be cited. More of these types of programs are needed on video.

Harold Hainfeld, science teacher at Roosevelt School, Union City, again directed the TV awards project. He pointed out that advance information on program content was available to teachers interested in using the new media.

1952 N. J. Science Teachers Television Citations were awarded to the following programs:

Science Lesson, WATV, Newark, Channel 13—For an outstanding series designed for in-school viewing on the intermediate and upper elementary school level. The teacher's manual was well prepared to enable the classroom teacher to know the content of the program well in advance.

Science at Your Fingertips—The Living Blackboard, WPIX, New York, Channel 11—A valuable program for general science, chemistry, and physics classes. The program was presented on school time and as part of the instruction for the home-bound pupils as well as for those schools equipped with TV receivers.

Science Is Fun, WFIL, Philadelphia, Channel 3—This program, originating from Philadelphia, was available to schools and students in southern New Jersey. Information and science concepts on the upper elementary and junior high school levels were presented.

Weather on Review, WOR-TV, New York, Channel 9—For an informative discussion on weather, a unit studied in many upper elementary and junior high science classes. Of value to teachers handicapped with lack of weather instruments in the classroom.

See for Yourself, WNBT, New York, Channel 4—For an interesting discussion of science materials and some of the latest developments in the field.

Mr. I. Magination, WCBS, New York, Channel 2—Presented in an interesting format, lives of various scientists. The program was designed for the lower elementary level, but of interest to intermediate and upper grade students.

Annular Eclipse of the Sun, WOR-TV, New York, Channel 9—With the aid of the 80-inch lens, this astronomical feat was brought to the homes of many early risers in the northern New Jersey area. Guest lecturers from the Hayden Planetarium explained the eclipse.

Atom Bomb Test, WNBT, New York, Channel 4—While not too clear for reception, the executive committee felt that the effort to bring the Atom Bomb test cross country on television should be cited.

Miami Offers Home Mechanics Via TV

The Evening Division of the University of Miami [Florida] offered a course in Home Mechanics this past summer via television for home viewers. J. Richard McElheny, chairman, Industrial Education Department, gave the course from the studios of WTVJ weekly at 1:30 p.m., Thursdays, beginning June 5.

The "telecourse" showed the average householders how and when to make minor repairs and insure proper maintenance. Emphasis was placed on how to

foresee the need for household repairs, when the amateur should attempt the job, and when to call in expert repair service.

Mr. McElheny also demonstrated how to analyze household merchandise for good design, construction, and materials.

The eight half-hour "teleclasses" were supplemented by printed materials which could be obtained by mail from the Evening Division for \$1.00. These included a text, *Mister Fixum's Handy Hints*, covering major points of the

course, and an outline of the course content. The fee also entitled the "telestudent" to attend two question-and-answer clinics held on the University campus, where Mr. McElheny met his "telestudents" for solutions of special, individual problems.

"Telelessons" covered painting and decorating, furniture finishing and refinishing, plumbing hints, removal of dirt and stains from various materials, home handicrafts, electricity and electrical appliances, miscellaneous common repair and maintenance jobs, and

just published

TEACHING THROUGH RADIO AND TELEVISION, Rev.

By William B. Levenson and Edward Stasheff

This revision adds to the treatment of educational radio in the original edition a broad and authoritative discussion of television as seen by an experienced director in the newer medium. Specific suggestions are offered for television script writing and program production. The new edition also brings radio education up-to-date. It includes the experiences of many new FM stations in schools, the latest developments in disc and tape recordings, a concise statement of the scope and activities of the Federal Communications Commission, and a discussion of radio and television commercial programs for children.

560 pp. \$4.75

recent publications

TELEVISION PROGRAMMING AND PRODUCTION, Revised

Richard Hubbell 240 pp. \$3.25

RADIO AND TELEVISION SOUND EFFECTS

Robert B. Turnbull 334 pp. \$4.50

RADIO AND TELEVISION ACTING

Edwin Duerr 417 pp. \$5.00

RADIO DRAMA ACTING AND PRODUCTION, Revised

Kingson & Cogwill 373 pp. \$3.50

RADIO AND TELEVISION WRITING, Revised

Max Wyllie 635 pp. \$5.00

THE RADIO ANNOUNCER'S HANDBOOK

Ben Graf Henneke 308 pp. \$4.25

RINEHART & COMPANY, Inc.

232 madison avenue • new york 16

"When the Auto Won't Start—Why?" Much of the course was directed to the needs of the housewife who is frequently faced by breakdowns in household equipment.

The series was produced by the University's Radio and Television Department under the direction of O. P. Kidder, Jr.

Ohio Broadcasts Foreign Languages

Instruction in four modern foreign languages is being offered to WOSU listeners as part of the Fall program schedule. Professor Walter Meiden of Ohio State University's Department of Romance Languages once again offers his course, *French Through the Short Story*, at 11:00 a.m. Monday through Friday. *Conversational Spanish* is broadcast at 11:15 a.m. Monday through Friday and is conducted by Professor Sheldon Robertson, also of the Department of Romance Languages. Following these two programs Monday through Friday is a new course in the German language featuring Glenn H. Goodman of the University's Department of German. On Saturday mornings at 11:30, listeners who have been taking part in the Italian course offered during the past two months by Professor Luigi Cognasso, also of the Romance Language Department, are being given an opportunity to keep up with their knowledge of Italian by means of a half-hour weekly program of Italian instruction.

Youth Forums on WQXR Begin Eighth Year

The Youth Forums, with Dorothy Gordon as moderator, began their eighth year on WQXR with their resumption on Saturday, September 20, from 10:15 to 11 a.m. Presented by *The New York Times*, the weekly forums bring a panel of six high school students to the microphone to discuss topics of national and international importance. One adult guest each week sits in on the panel to participate in the discussion.

This year's opening program originated from the Security Council Chamber of the United Nations and the students discussed "Youth Re-Examines the United Nations." The guest was Carlos P. Romulo, permanent delegate of the Philippines to the U.N. Panel members included students whose par-

ents are connected with the U.N., and also students representing schools in the Greater New York area.

The Youth Forums are being tele-

vised for the first time this year. The WQXR broadcasts are recorded during the telecast and rebroadcast the following Saturday morning.

Brief Research Findings

British Journalist Appraises U. S. Educational Stations*

Despite the fierce competition of sponsored television and radio, America's "Third Programmes" are flourishing.

There isn't just one "Third Programme." There are more than 130 of them covering a considerable part of the United States. Where sponsored sound radio is losing listeners to television these more serious programmes are not only holding their own, they are gaining listeners, and without a pennyworth of advertising to back a single programme.

These 130 programmes are radiated in the main from stations operated on a regular daily basis by American universities, educational organizations of one sort or another, and by some municipalities. Their aim is purely educative, but in a fairly wide sense.

In the case of the universities they are intended as an additional arm of the university operations, to reach out beyond the lecture rooms and the campus to anybody within a radius of eighty or ninety miles who wishes to do a bit of serious listening on a variety of subjects, but undisturbed by "commercials."

Pioneer among these stations is the one operated by the Ohio State University in Columbus. Educational broadcasters from all parts of America gathered there recently to discuss their common problems and pool programme ideas; also to celebrate the 31st anniversary of the first broadcast from this particular station.

In a city which has eight other commercial television and radio stations working in keen competition, the university's WOSU is a call sign known and listened for by an impressive proportion of a 4,000,000 town and country population served by all these rivals for the eyes and ears of Ohio.

The WOSU station is about the size

of the smaller BBC centres, with four studios, two control rooms, a recording room, news room, etc., all housed in university buildings. The station transmitter is a 330-foot tower erected on a local golf course and 20 university halls are wired for direct broadcasts. This is in addition to public buildings in the town from which broadcasts may be made.

A full-time staff of more than 20 radio experts—programmes and engineering—is helped out by different branches of the university whose staffs and students take on part-time or full-time duties to produce special programmes which range from agricultural broadcasts to foreign language lessons.

Well balanced daily news bulletins, sports programmes, debating forums, features of interest to the housewife, and scientific programmes on such subjects as the fight against infantile paralysis, are part of the staple diet of WOSU listeners.

The BBC also helps with recordings of *World Theatre*, and what is known as the "Alistair Cooke in reverse," a weekly series of chatty, informative broadcasts from London by English speakers.

Probably the biggest hit of all—one which most nearly approximates "Third Programme" standards—is the station's classical music.

"On Sunday mornings we almost chase the commercial stations off the air with four and a half hours of recorded music," I was told by Dr. I. Keith Tyler, who directs the Institute for Education by Radio at the University.

"Our listener ratings for such programmes are right up at the top. It is the same with special occasion programmes such as the complete recording of *Parsifal*, which we put out on Good Friday with an arts student giving a linking commentary. We know there is a public in America for serious radio."

The WOSU station is financed from the university budget and costs \$34,000 a year in staff salaries. But there is no assessing the financial value of the never-

*An article by Robert Reid, which appeared in a recent issue of the *Newer Chronicle*, a London daily newspaper. Mr. Reid was a recent visitor to the United States and to the Ohio State University Campus.

failing supply of volunteer help which keeps this and other of America's Third Programmes on the air to meet a demand for serious radio.

Britain Studies Classroom Radio

The use of regular radio programs in classrooms does not eliminate the need for a good teacher. In fact, the results of radio "lessons" depend greatly upon the teacher herself, according to a report recently published by the British Ministry of Education.

The report was made after a six-month study of the BBC programs of school broadcasts. The survey, carried out by school inspectors in cooperation with 58 schools and two teacher-training colleges, is based on a mass of notes and opinions recorded by children, teachers, headmasters, and inspectors.

Unless the teacher studies the subject well beforehand, uses the broadcasts as adjuncts to her own teaching, and subsequently carries on the lessons of the broadcast, the programs cannot achieve the maximum effect, the survey indicates. Far from "putting the teacher out of business," school broadcasts give her extra material, new means of development, and more exciting sources to work with.

Broadcasting to schools in Britain is carried out by the British Broadcasting Corporation. A school Broadcasting Council, with members drawn from the Ministry of Education, local school boards, and various teachers associations, guides the BBC in educational policy.

A wide variety of programs [28 each week] is offered at specified times, from a daily current affairs program of 10 minutes, to senior courses in religion and philosophy. There are *How Things Began* for the 10-15 year-olds; *Orchestral Concerts* for 13's and over; *Stories and Rhymes* for the 8-year olds; and *Science and the Community* for the 13's and 14's. History, English, geography, and languages have their place, as well as a special series for children who attend rural schools.

Well over half [22,000 or 54 per cent] of the schools in Britain regularly, by individual choice, use the programs, and the number increases each year.

After using school broadcasts, the report continues, some children show an increased knowledge of a much wider type than would be gained from ordinary class teaching and textbooks;

textbooks for them have been largely replaced by reference books and a great variety of magazines. The broadcasts also stimulate the children to spontaneous activities out of school hours and increase their critical capacity and powers of concentration. One teacher considers that the chief value of broadcast lessons is that "they planted a seed, which grew incalculably and sometimes in unexpected directions."

Since the advent of school broadcasting the traditional lesson has disappeared from many schools, and in its place has come a greater freedom of movement, of discussion, and of relationship between teacher and child. The broadcasts, the report adds, have a special value for retarded children who find reading difficult and extract a great deal from broadcast lessons that ordinary children do not appear to get.

Children's interest in school broadcasts is often passed on to their parents, and mothers listen at home to some of the lessons their children are learning by radio at school, which gives an added incentive to the children to discuss lessons when they come home at the end of the day. It is plain, the report concludes, that broadcasting cannot be ignored by those responsible for the organization and conduct of education, for it is a powerful organ of information.

Many FM Sets in Madison, Wisconsin

Forty-two per cent of the homes in the Madison [Wisconsin] metropolitan area are now equipped with FM receivers, according to the report on a study made recently by the State Radio Council. The findings are based on a telephone survey in which 500 Madison-area families were interviewed.

The survey shows a substantial increase in the number of FM homes over the 36 per cent found in a similar survey one year ago. In 1950 the figure was 24.8 per cent and the year before it stood at 18.4 per cent. Early in 1946, after FM was assigned to its present place in the spectrum, there were virtually no receivers for that band in the Madison area.

Only two of the 500 Madison families reached by the survey had no radio receivers. On the basis of the census figures on the total number of living units, it is estimated that there are now approximately 11,000 FM equipped homes in greater Madison.

A sidelight of the survey revealed a wide interest in FM reception and service among those who do not now have such receivers. Approximately four out of five said that when they bought new receivers, they would insist on having FM.

The State Radio Council operates a state-wide network of non-commercial, educational frequency modulation stations which now provide a 16-hour daily program service.

Transmitters in operation, which provide complete state coverage, are located in Madison, Delafield, Chilton, Rib Mountain State Park, Colfax, West Salem, Highland, and Brule. The network provides the only day and night state-wide radio service which is available through Wisconsin stations.

TV Set Figures

Some 12,000,000 people outside the United States are regular viewers of television. England has the largest audience with 1,000,000 television sets in use. Canada is next with 74,000 sets in use; France 55,000; Russia, 45,000; Mexico, 30,000.

FM Network Adds WDRC-FM

A sixteenth station joined the FM network of Station WQXR [*The New York Times*] on September 14, bringing WQXR good music programs and the hourly news bulletins of *The New York Times* to Hartford, Connecticut and the entire Connecticut Valley area. The new station—WDRC-FM—is the affiliate of WDRC, a long-established network station in Hartford.

The programs of WQXR will be beamed from the WQXR transmitter atop the Chanin Building in New York to Hartford and will be rebroadcast by WDRC-FM daily and Sunday from 3 p.m. until 11:06 p.m. The addition of WDRC-FM means that the FM network organized by WQXR in 1950 now covers all of New York State, all of Connecticut, most of New Jersey, northeastern Pennsylvania, and the western part of Massachusetts. It is planned to extend the network further into the New England area in the near future.

WDRC-FM was the first FM station in New England, WQXR-FM the first in New York City. Thus this network tie-up brings together two of the pioneers in FM, both having been broadcasting by that method since 1939.



RADIO TEXTS **from McGRAW-HILL**

RADIO AND TELEVISION COMMUNICATION

By **Charles F. Lindsley**,

Occidental College, and *Radio Director*, Pasadena Playhouse. 492 pages, \$5.50.

A thorough, and well-written treatment of the historical, social, cultural, business, and technical aspects of the subject, this book will serve as a classroom text and study manual as well as a general reader. It is based on a clear and functional design for easy teachability. Background is presented first, performance next, and finally practical theory and practice correlation.

The book was planned in accordance with recommendations of the Federal Radio Education Committee with the cooperation of the U. S. Office of Education: "A college radio course should conform to the basic characteristics of a general education and at the same time introduce the student to the basic knowledge and skills employed in vocational radio."

RADIO ENGLISH

By **Florence F. French**; **William B. Levenson**, Assistant Superintendent of Schools, Cleveland, Ohio; and **Vera C. Rockwell**. 368 pages, \$3.60.

Designed for individual student use in high school and junior college radio English and radio workshop groups, this text is directed at the application of radio and television techniques to the broader problems of English usage. It covers announcing, continuity writing, broadcasting continuity, and the place of continuity in the radio program. The book is within the framework of the communication skills—listening, reading, writing and speaking:

THE MEASUREMENT OF HEARING

By **Ira J. Hirsh**, Central Institute of the Deaf and Washington University. McGraw-Hill Publications in Psychology. 364 pages, \$6.00.

A text for clinical otologists, experimental psychologists, acoustics or communications engineers, and others who do experimental work on hearing. It brings together basic, experimental information about acoustics, electroacoustic equipment, psychology of hearing, etc. and applies this information to the several facets of the measurement of hearing.

Send for copies on approval

McGRAW-HILL BOOK COMPANY, Inc.

330 West 42nd Street

New York 36, N. Y.